

Programme 105.†

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(April to July, 1926.
(September to December, 1926, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. IV., pp. 1-79 (selections from *I. Kings* and *II. Kings*, chapters 1 and 2). *The Saviour of the World*,* Vol. III. (P.N.E.U. Office, 3/-), pp. 129-187, with Bible passages from index. *The Acts* (Bible text), chapters 23-28; read from *The Acts of the Apostles*,* by E. M. Knox (Macmillan, 4/6), pp. 344-401; the *Epistle to the Galatians* (read Bible text only).

Optional: (a) S.P.C.K. *Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 7-34. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (e) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 1-14, with lessons on Ascension, Whitsuntide and Trinity. Teachers may find useful for the Catechism, *Lessons on the Way*, by the Rev. Percy Dearmer, D.D., Vol. I. (S.P.C.K., 3/6).

† The 104th term of work set since the Parents' Union School began

For Sunday reading (optional):

Heroes and Writers of the Book of Common Prayer, by G. M. Forde (S.P.C.K., 3/6). *William Carey*, by F. Deaville Walker (C.M.S., 5/-). *White's Natural History of Selborne* (Oxford Press, 2/-). *The Story of the League of Nations*, by K. E. Innes (Hogarth Press, 1/6).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1926). Hymns: *Songs of Praise* (Oxford Press, 2/6 and 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.

Choose and transcribe passages from Shakespeare's *Coriolanus*,* and the other books set, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Essays or letters on news of the week from the newspapers, or, on subjects taken from the Programme. Lines in blank verse on life out of doors.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term (see pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 158-171, 194-205.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 503-556. Shakespeare's *Coriolanus** (Blackie, 6d.). Scott's *Waverley** (Nelson, 1/6). Choose 20 letters from White's *Natural History of Selborne* (Oxford Press, 2/-). Cowper's *Task*, Book I. (Oxford Press, 6d.). Read from *An Anthology of English Lyrics** (Methuen, 3/6), contemporary poets: Gray, Goldsmith, Cowper, Blake, Burns, etc.

English History.

Gardiner's *History of England** (Longmans, 6/6), Vol. III., pp. 730-818 (1742-1789), or, *A History of Great Britain*,* by R. B. Mowat, Section 3 (Oxford Press, 3/-), pp. 475-546 and 598-620 (1745-1789). Quennell's *A History of Every-day Things in England*, Part VI. (18th Century) (Batsford, 3/-). Finish a chart of the 18th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 431-491 (1745-1789) (omit questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 295-376 (c. 700-430 B.C.) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 48-72. North's *Plutarch's Lives: Coriolanus** (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 91-136 (narration instead of questions).

Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

- (1) *The Ambleside Geography Books*, V.,* (P.N.E.U. Office, 5/-), pp. 210-267 (U.S.A., Mexico and S. America).
- (2) *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 293-310.
- (3) Huxley's *Physiography* (revised 1924, Macmillan, 5/-), pp. 1-78. Some account of the physiography of your neighbourhood, with diagrams.
- (4) Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History): *Reconstruction of Europe** (P.N.E.U. Office, 9d.). Ten minutes' exercise on maps of the world every week.

Natural History and Botany.[†]

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 314-353. *Elementary Studies in Plant Life*,* by F. E. Fritsch (Bell, 3/6), pp. 136-176. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study: e.g., migratory birds and their songs, and make daily records of some part of a river bank, wood or common. Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

[†] Overseas members see special leaflet.

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 57-112. *Wonders of Physical Science*,* by E. E. Fournier (Macmillan, 2/6), pp. 65-136.

Hygiene and Physiology, Domestic Economy.

A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 117-136, 159-179.

Picture Study and Architecture.

Study, describe (and draw from memory details of) six reproductions* of pictures by Carpaccio (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for April, 1926. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 59-105.

French. (See N.B. 3.)

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 27-30 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Pathelin et Autres Pièces*, by M. Dondo (Harrap, 2/6), pp. 3-65. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.). For French conversation teacher may find useful: *French Oral Practice*, by C. H. Leather (Dent, 1/9).

Latin. (See N.B. 3.)

Limen,* Part I. (Murray, 2/6), pages 1-44, with corresponding exercises. Narration of continuous passages.

German.² (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 26-29, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/6), Nos. 1-12.

² Schools may substitute Irish or Welsh.

or, preferably, Italian. (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 24-27, 37-39, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters xxi.-xxx. (inclusive).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 131-141; Discount, Stocks and Shares; Mensuration, sections 219-223. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VII. (Teacher's Book, 1/4).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 92, 93, 154, 155, 158-161 and revise Section 1. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 108, 109, 122-131, 134-136, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies in landscape drawing: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Illustrations of scenes from Literature. Memory drawings. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Mozart, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 107-155; teacher use appendices I.-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term V.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalm 118. Two poems from anthology set, or, a scene from *Coriolanus*. Hymns by Cowper and Wesley.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Dent, 2/-), Vol. I., Books 13-16. Dickens' *Barnaby Rudge** (Nelson, 1/6). Read from Bates' *Naturalist on the Amazons* (Dent, 2/-). *Fort Amity*, by A. T. Quiller-Couch (Dent, 1/4).

Music.

Choose and learn a suitable composition from *The Term's Music*: Mozart.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). For unaccompanied singing: *The Shropshire Song Book*, Part I. (with Descants), arranged by Nicholas Gatty and Alan Gray (Stainer & Bell, Voice Part, 6d.), see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Drill, etc. (Choose new work.)

Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Swimming. Tennis.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). *A Manual of Clay Modelling*, by H. Unwin (Longmans, 4/6). Frame pictures with Passe Partout, see Dryad leaflet, No. 28 (4d.). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending*

(P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-. *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. (Age, say, 14-15).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*): special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. The School Badge (silver, 4/3, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars of membership apply to Miss P. N. Bowser, c/o P.N.E.U. Office. The P.U.S. Magazine (2/8 yearly) is for present pupils and is especially recommended to families and to those Schools which have no Magazine of their own.

All letters re School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription for books should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.
The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Describe (*a*), Solomon's negotiations with Hiram, King of Tyre, (*b*), the Dedication of the Temple.
2. Give a brief account of the great Rebellion against the House of David.
3. Sketch briefly the work and character of Elijah.
- II. 1. Give the substance of St. Paul's speech before Agrippa.
2. Describe the journey of St. Paul from Malta to Rome, and his meeting with the chief Jews there.
3. Give the substance of our Lord's charge to the Twelve, with special comments on (*a*), dangers, (*b*), fears,
or, 3. Give St. Paul's explanation of "walking in the Spirit."

Writing. (Writing is also considered in each written answer.)

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each written answer.)

Bates' *The Naturalist on the Amazon*, page 360 (chapter xii.), "flowers and fruit . . . for insects."

Composition.

1. Write some lines, which must scan, on one of the following from the term's work,—Eumaeus, a South American forest, "Barnaby's" raven, crystals, the hold of a Highland robber (*Waverley*).
2. Write a dialogue in the "Shades" between "Flora MacIvor" and "Volumnia," or, Pericles and Pitt (Earl of Chatham), or, Bates and Gilbert White, or, Wesley and William Carey,
or, 2. Write, in the style of Gilbert White, an account of some interesting observations you have made out of doors.

English Grammar.

1. Analyse, parsing the words in italics,—

"Then, as if the *Earth* and *Sea* had been
Dissolved into one lake of fire, were seen
Those *mountains* towering as from waves of flame
Around the vaporous sun, from which there *came*
The *inmost* purple spirit of light, and made
Their *very* peaks *transparent*."

2. Write notes on (a), six words derived from names of places, (b), four words that have greatly changed in meaning.
3. Illustrate from poems you have learned (a), three kinds of stanza, (b), three kinds of verse. Name each.

Literature.

1. Give a short account of Goldsmith and his work.
2. Give the substance of a poem by (a), Cowper, or, (b), Burns, quoting lines where you can. What other poems by each poet have you read?
3. Describe briefly two scenes in which Shakespeare shows Coriolanus in his relationship, (a), to the State, (b), to his family. Quote lines where you can.

English History.

1. "I know that I can save this nation and that nobody else can." Show how Pitt, Earl of Chatham, fulfilled his own words, both at home and abroad.
2. Describe briefly, with dates, the conquest of Canada.
3. Give some account of the industrial revolution in the latter half of the 18th Century.

General History.

1. Give a brief account of the Greek struggle against Persia in connection with Thermopylae, Salamis and Plataea.
2. Describe Athenian society and the education and training of young citizens in the age of Pericles.
3. Show in what ways the development of modern science in the 18th Century produced a spirit of reform. What do you know of Voltaire in this connection?

Citizenship.

1. The "Reason works out a notion received by the Will and does not begin it." What do you know about the work of the Reason? Illustrate, if possible, from your reading this term, and from the recent Strike.
2. Describe and discuss the character of Caius Martius as shown when he stood for the consulship after he won the name Coriolanus.
3. Give some account of the work of the Local Government of any area or district.

Geography.

1. Give a rough sketch map of the United States, putting in (a), the chief physical features, (b), the Middle Atlantic States with their chief towns. Give some description of (i.), the prairies, (ii.), California.
2. What problems has America to deal with to-day with regard to (a), the coloured races, (b), the immigrants?
3. Write upon clouds, their nature, formation and classification. Distinguish between clouds and mist or fog.

Natural History.

1. Describe, with a diagram, the skeleton of a whale showing where it belongs in the animal kingdom and how it is adapted to its surroundings.
2. To what order does each of the following flowers belong? Describe botanically two of them, giving their habitat,—shepherd's purse, stitchwort, wild rose, clover, cow's parsley. Drawings.
3. Write notes of what you have seen in the section of the river bank, or common, you have been watching. Drawings.

General Science.

1. What marvellous facts are suggested by the words (a), element, (b), atom?
2. Describe with a diagram the construction and use of a barometer.

Physiology and Hygiene.

1. Write some account of the brain and its work. Diagrams.
2. Describe some of the dangerous effects of alcohol upon the body and its organs.

Picture Study and Architecture

1. Describe "St. Ursula's Dream," by Carpaccio.
(Some other picture from the term's work may be chosen if this has been missed.)
2. Trace briefly the development of early Christian architecture.

French.

1. Write a French conversation between two ladies who have visited France, discussing, for example, a vintage, a picnic, or the journey; or, describe, in French, the judgment scene from *Pathelin*.
2. Which conjunctions require (a), the indicative, (b), the conditional, (c), the subjunctive, in French? Use one of each of them in sentences.
3. Use, in sentences, the third person singular of the present Indicative of the verbs,—*mener, geler, céder, jeter, appeler*; give the second person plural of the Imperative of these verbs.

Latin

1. Write and translate three Latin sentences, each having an infinitive.
2. (a) Translate on page 37, Exercise XX. (*Limen*), from "Venite" to "non baculum," (b), write narration of (a).
3. Translate.—(1) We ask the masters to tell a true story. (2) The great sailor praises knowledge and training, and says that they are good. (3) You and I write long letters.

German.

1. Give an account, in German, of (a), an incident from *Die Fahrt der Argonauten*, or, (b), a holiday in Switzerland.
2. Make sentences showing both meanings of the following compound verbs, — *übersetzen, unterstehen, über-treten, umgehen, durchfahren*.
3. Translate *Siepmann*, p. 194, III., sentences 1-12.

or, Italian.

1. Describe, in Italian, an incident from *Il piu felici Bambino del Mondo*.
2. Translate *Perini*, Ex. 37, "Necessity . . . in Italy."
3. Make sentences using the third person singular of the Present Indicative of the verbs, — *andare, convenire, cucire, contenere*, and the past participle of, — *chiudere, cogliere, aprire, accendere*.

Arithmetic.

1. What income will be derived from investing £6560 in $3\frac{1}{2}\%$ stock at $102\frac{1}{2}$?
2. A bill of £272 : 10 : 0, drawn on May 8th at 6 months, is discounted on June 18th; find the discount at $3\frac{3}{4}\%$. (Reckon 3 days of grace.)
3. Find the circumference of a circle whose radius is 385 yards, also find its area. ($\pi = \frac{22}{7}$)

Geometry.

1. The medians of a triangle meet at a point which is a point of trisection of each median.
2. Find the locus of points equidistant from two intersecting straight lines. Give proof.
3. Make any angle AOB. Take any two points X and Y outside of it. Find a point equidistant from the arms of the angle and also equidistant from X and Y.

Algebra.

1. If 2 books cost 3/- draw a graph to show the cost of any number of books. From this find the cost of 7 books, also find how many books could be bought for 7/6.

2. Solve the following : $3x + 5y = -19$
 $5x + 3y = -5$

3. One third of the sum of two numbers is 7, and 5 times their difference is 35. Find the numbers.

Drawing.

1. A landscape study.
2. A memory sketch of two wild flowers.

Musical Appreciation.

Sing, hum, or play on the piano, any airs you can remember in one of Mozart's (a), songs, (b), overtures.

Recitations.

Father to choose two Bible passages and a poem.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination. (See Leaflet H).